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ABSTRACT

Intended as a guide for planning and conducting a ten-day microsupervision workshop, this paper describes the various components of such a workshop as it is conducted at Temple University for training resource persons--experienced teachers who help new teachers in competency based teacher education (CBTE) programs. As defined here, microsupervision involves the use of video recording of a scaled-down experience in supervision to enable learners to practice the component skills of conducting supervisory conferences. It is pointed out, however, that in the Temple program participants actually do microteaching too in order to feel as well as understand what the teacher-in-training experiences. Objectives listed for the workshop are to enable participants to assemble and operate a half-inch video system sufficiently to tape and replay teacher lessons, evaluate teaching performance using objective criteria, and demonstrate conference supervising skills. The series of learning activities described involves the workshop participant in roles of resource person, student, video operator, conference supervisor, and microlesson teacher. A daily schedule for the 10-day program outlines parallel activities of the instructors (senior teacher educators) and participants (resource persons-in-training). Workshop staff requirements are suggested for workshop director, assistant director, senior teacher educator, consultant senior teacher educator, and video technician. Also included is a description of needed facilities, equipment, and supplies. A selected bibliography on microsupervision and a number of critique forms and other program materials are appended. (JT)

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THE TEN DAY MICROSUPERVISION WORKSHOP

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PREFACE

In the late 1960's, Calvin J. Cotrell gave leadership to a comprehensive investigation of the feasibility and effect of the principles of microteaching and video recording in vocational and technical teacher education. Phase IX of that study (Chase, Doty & Cotrell, 1971) demonstrated the value of a scaled-down experience in supervision-- MICROSUPERVISION-- which, among other things, enabled learners to practice the component skills of conducting supervisory conferences.

In the early 1970's, Cotrell left The Center for Vocational and Technical Education at The Ohio State University and went to Temple University. At Temple University a field- and competency-based teacher education program was established within the Division of Vocational Education. Since 1973 microsupervision has been the basic method of preparing experienced vocational educators for helping roles in this CBTE program. This paper presents information that will help others use microsupervision. The method and depth of presentation of certain concepts varies so much across workshops that how a particular topic is presented is not discussed. The emphasis of this paper is on workshop "mechanics" that must be considered well before the workshop begins.

Microsupervision has, of course, been modified over time. Allen E. Ivey's microcounseling is now an integral part of most microsupervision workshops. Therefore, a number of references to microcounseling are to be found in the selected bibliography of this paper. Practical needs of each particular CBTE program will continually add new dimensions to each microsupervision workshop; each microsupervision workshop is different from all other microsupervision workshops. Nonetheless, the microsupervision concept remains essentially as that developed by Shirley Chase, Charles Doty and Calvin Cotrell. Sharing the ideas presented in this paper is an attempt to thank these researchers for the excellent contribution that they have made to vocational and technical teacher education.

It is impossible to mention the CBTE program at Temple University (Program VITAL) without recognizing the work of Richard A. Adamsky. Dr. Adamsky has been the Coordinator of Program VITAL since its inception. His help in planning and conducting the ten day microsupervision workshop and all its variations is gratefully recognized.

C.H.B.
F.I.U.
1977

THE TEN DAY MICROSUPERVISION WORKSHOP

Curtis H. Bradley

This paper presents information needed to plan and conduct a ten day microsupervision workshop. It must be emphasized that this ten day, video-based workshop requires an impressive amount of material, equipment and staff. This investment of material, equipment and leadership yields exciting dividends-- both immediate and long range. There is little doubt that this is a worthwhile investment, however, you would be wise to consider this paper carefully before deciding whether the ten day microsupervision workshop is right for you.

PURPOSE OF THE TEN DAY WORKSHOP

The first step in planning any workshop is to determine the objectives. Determine what the workshop should accomplish. We use microsupervision to train resource persons (experienced teachers who help new teachers in CBTE programs). The primary purpose of the ten day microsupervision workshop is to increase and/or strengthen our cadre of trained resource persons. As a result of this workshop the trained resource persons are expected to be able to (A) assemble and operate a half-inch video system sufficiently to tape and replay teacher lessons, (B) evaluate teaching performance using objective criteria, and (C) demonstrate facilitative supervisory (helping) conference skills. The participation of prospective resource persons in a ten day workshop also helps us to learn more about these individuals who might be joining our team.

THE LEARNING EXPERIENCES

Once the objectives have been determined, learning experiences designed to achieve those objectives can be selected. Our objectives are not stated behaviorally because they are not behavioral objectives. Our objectives could at best be described as exploratory objectives. Each participant is encouraged to experiment with new roles and concepts in a threat-free (psychologically safe) environment. This safe atmosphere that is maintained throughout the workshop enables each participant to determine individually how he or she might feel about functioning in our CBTE program. Thus, the following list of learning experiences are exploratory objectives that will help achieve the major objectives of the ten day workshop for every individual participant:

1. Participate in group instruction and practice in the evaluation of selected teaching skills under the guidance of a senior teacher educator (STE).*
2. Participate in group instruction and practice in the evaluation of component parts of helping conferences under the guidance of a STE.
3. Evaluate four peer-taught micro-lessons while serving as a resource person (RP).
4. Plan and conduct four helping conferences as a RP.
5. Receive personal feedback from a STE evaluating the above helping conferences.

* See page 8 for definition of senior teacher educator

6. Teach four micro-lessons (two complete microteaching cycles).
7. Receive feedback from peer-students for each microteaching session.
8. Receive feedback from a peer resource person in the form of a helping conference for each micro-lesson taught.
9. Serve a minimum of twelve times as a student and evaluate peer-taught microlessons.
10. Receive group instruction and hands-on practice in the use of the half-inch video recorder.
11. Receive instruction and practice in several representative product-type modules (e.g. Develop a Lesson Plan).
12. Spend an entire day at the workshop conclusion rotating among STEs evaluating helping conferences conducted during this workshop.
13. Receive group instruction in field- and competency-based teacher education, and the role of the resource person.

After a prospective resource person has completed each of these thirteen learning experiences our major objectives have invariably been met. In addition, each prospective resource person has personally experienced that which he or she will later be asking teachers-in-training (interns) to undertake. The insight gained from these experiences leads to even greater resource person-intern empathy.

AN IMPORTANT CONSIDERATION

The microteaching portion of the microsupervision cycle, in its pure form, includes a teacher-in-training teaching a micro-lesson to real students. In such a workshop our participants would serve only as resource persons. This seems very logical because our participants are only training to become resource persons-- not teachers or students. Teachers-in-training doing the microteaching to real students adds a realism that can be had in no other way. However, we do not use this procedure. We do not use pure microsupervision.

We want prospective resource persons to feel as well as understand what a teacher-in-training experiences in CBTE. We particularly want these resource persons to experience the feeling of having one's teaching performance evaluated by one's peers and other resource persons. We believe that this experience makes them potentially more understanding and better resource persons. For us, this outcome far outweighs the benefits of the realism that would be gained by having teachers-in-training and real students in our microsupervision workshops.

You must keep this point in mind as you read our suggested program for a ten day microsupervision workshop. If you want to add the realism of pure microteaching, you will have to substitute teachers-in-training and real students on the appropriate days.

AN OVERVIEW OF THE WORKSHOP

Now that we have determined the desired learning experiences we can rough out the highlights of our proposed workshop.

1st Day

Orientation and registration

Gathering Data (See Appendix A)

Instruction and practice in assembling and using half-inch VTR

Removing the "cosmetic" effect (See Appendix H)

Completing Talent Release Form (Appendix B)

2nd Day

Participants divided into groups of ten

Each member in a group receives a different individualized learning package (module) and is instructed to prepare a micro-lesson based on the module they have received.

All those with modules involving audio-visual aids report to equipment room where the technician will review the operation and provide opportunity for practice of the equipment (This is necessary even with experienced teachers).

Mock practice of the Schedule of Microsupervision Activities (Actually practice moving from room to room on signal to avoid confusion on microsupervision days). (See Appendix C)

The entire afternoon will be spent learning about the parts and purpose of a helping conference, critique forms that will be used, and viewing and evaluating model tapes of microteaching as well as helping conference skills.

3rd Day

This is the first of four microteaching-helping conference days. The Schedule of Microsupervision Activities chart* shows how each group of ten participants will spend the day. The schedule for each individual is different. However, everyone will perform the same tasks at some time during the day. An example of the schedule for a particular RP follows:

Resource Person A

9:30 Teach micro-lesson

9:55 View own videotaped lesson (change rooms)

10:20 Participate in conference

10:50 Serve as student

11:15 Serve as student

LUNCH

1:00 Serve as resource person

1:25 Prepare for conference, view taped lesson (change rooms)

1:50 Conduct conference

2:15 Video operator

2:40 Student

3:05 Replan lesson

* See Appendix C Schedule of Microsupervision Activities.

WORKSHOP STAFF REQUIREMENTS

The success of the workshop hinges largely on the leadership provided by the workshop staff. This section describes the requirements of each workshop staff position.

Workshop Director. Although workshop planning must be a team effort, the workshop director is ultimately responsible for the planning, conduct, and follow-up of the workshop program and all of the details that ensure success. Generally, the director also serves as "master of ceremonies" to welcome participants and introduce presentations throughout the program. The director may also make one or more of the major presentations. However, because of the great number of activities and the need for the director to be free to deal with emergencies as they arise, consultant teacher educators or the assistant director may be recruited to make the major presentations.

Assistant Workshop Director. The assistant director assumes "trouble shooting" responsibilities throughout the planning and conduct of the workshop. Although specific duties such as registration, physical arrangements and so forth are delegated to this person, it is important that the assistant be well versed in every aspect of the workshop program in order to provide on-the-spot solutions to unexpected problems. The assistant may also make one or more of the major program presentations.

Senior Teacher Educator. The STE is a teacher educator who is experienced in assisting others to develop facilitative helping conference skills. A ratio of one STE to every ten workshop participants (1:10) is the minimum requirement. Often even experienced teacher educators require specific training for their role in this workshop. This training is provided by the workshop director or by a consultant STE recruited because of special expertise in helping conference skills.

Consultant Senior Teacher Educator. One or more individuals who provide special expertise are recruited as consultant STE. A consultant STE might be required to train the STEs in the use of the module critique forms, developing rater agreement during the evaluation of micro-lessons, and in the purposes, objectives and techniques of the helping conference. Consultant STEs might also be used to make major presentations (such as "The Helping Conference" on the 2nd Day, or conduct the full-day "General Session" on the 4th and 7th days of the workshop).

Video Technician. Four (4) video recording systems (VTR) are required for each team of ten workshop participants. At least one back-up system should be available in case of equipment problems. The video technician transports the VTRs to the proper locations, helps instruct participants in their use, cleans the heads regularly, and is generally available for trouble shooting of days with heavy video use. It must be emphasized that the technician maintains, but does not operate the video equipment. The operation of video equipment is a learning experience for

workshop participants. A highly trained technician is not required for this position. We have found a student worker from our Educational Media program to be quite satisfactory at minimal cost. See Appendix I "Instructions to the Video Technician."

FACILITIES, EQUIPMENT AND SUPPLIES

This section describes the facilities, equipment and supplies necessary to conduct the ten day microsupervision workshop.

A. Facilities

A room large enough to hold all workshop participants is required for the general sessions. However, on the microsupervision days each team of ten participants will require three different rooms: a teaching room, a viewing room, and a conference room (video must be available in each room). Each STE will require one room as a combination preparation and conference room. Thus, on microsupervision days a total of four different rooms are required for each team of ten participants. In addition, a room to store equipment and supplies is necessary.

It is, of course, essential that the workshop be in a pleasant, accessible location with ample parking space for participants. Adequate eating accomodations and rest room facilities are also very important considerations.

B. Equipment

The major equipment need is for four (4) video recording systems for each team of ten participants. At least one back-up system should be available for the inevitable breakdown of a given system. (If at all possible each participant should have his or her own videotape to use throughout this workshop)

One of every commonly used audio-visual aid that will be used during the micro-lessons is also reuired. The type of equipment required depends on the modules you elect to use during the microteaching sessions. See Appendix G for a suggested AV list.

C. Supplies

At least two copies of every module you elect to use will be required for every ten participants: one for the RP using the module and one for the reference of the STE who will be helping that RP. At least ten module critique forms should be available for every time a particular module is to be used during the microteaching sessions.

A personal videotape for continuous use throughout the workshop should be provided to each participant.

Consumable teaching aids such as pads, pencils, flip charts and flow pens should be available to each participant. See Appendix G.

General Information for Participants (Appendix J) and/or the Personalized Schedule (Appendix K) can be used to orient participants to the workshop program, and to give the specific details to each individual when the program varies from person to person

The Conference Critique Form (Appendix D) is used by the RP and the teacher the RP is helping to provide feedback on the RP's conference performance. The STE uses this form for the same purpose, therefore, at least three copies of this form are required for every RP-conducted conference.

The Report From the Senior Teacher Educator (Appendix E) can be used by the STE to have the RP record objectives for improving the conference he or she has conducted. After the second conference is conducted and the STE has viewed the videotape, this form can be used by the STE to convey to the RP the degree to which the RP's stated objectives have been met. An even more effective use is to have the RP use the form to tell the STE the degree to which the RP believes the objectives have been met.

A Talent Release Form (Appendix B) should be used to obtain legal permission to save and use videotapes made during this workshop for use in future training programs. An example of a talent release form can be found in Appendix B, however, it is strongly suggested that you use the form prescribed by the educational media or legal authorities within your institution.

Personal Data should be collected on each participant. Appendix A shows some of the information that we have found useto collect. You will want to devise your own form based on your own program requirements.

TEN DAY WORKSHOP FOR PROSPECTIVE RESOURCE PERSONS

PROGRAM OUTLINE

1st Day

Registration of Participants
Welcome to Workshop

Comparison of CBTE to traditional program
(An introduction to CBTE)

Goals of the Workshop
Organization of the Workshop
How to assemble and use the VTR
Informal small group practice with VTR

(See Appendix H Removing the cosmetic effect.)

2nd Day

Assign module to each participant
Review workshop schedule
Participants plan a micro-lesson
(Participants using AV equipment report to AV room to checkout equipment)

Lunch

Presentation - "The Helping Conference"

The Conference Evaluation Form
View a videotaped model conference
Group discussion and evaluation of model
Selected teaching Evaluation Forms
View videotaped model micro-lessons
Discuss and evaluate model lessons

(Remind participants to be prepared to teach micro-lesson tomorrow)

TEN DAY PROGRAM OUTLINE

3rd Day

Senior Teacher Educators

Senior Teacher Educators (STE) will critique each of the ten micro-lessons and conferences videotaped by the members of their particular group.

(First videotapes will be available at 11:00 a.m. - allowing 35 minutes to view and prepare comments on each of these; it is estimated that all will be completed by 6:45 p.m.)

Goal of the day is for the STE to be prepared to conduct individual conferences tomorrow with R.P.'s in training who conducted the Supervisory Conferences

Resource Persons

9:00 A.M.

Each resource person-in-training will teach one lesson which will be videotaped and critiqued by self-evaluation, as well as by another resource person during a helping conference.

Each resource person in training will conduct a helping conference (which will also be videotaped) for one of his persons.

In addition, each R.P. will operate the video system during one micro-lesson, and will serve as a student during each lesson when he is not engaged in one of the above activities.

(See Schedule of Microsupervision Activities Appendix C)

4:00 Announcements

TEN DAY PROGRAM OUTLINE

4th Day

Senior Teacher Educator

Conduct individual conferences with each of the ten resource persons-in-training giving critique of their (RP's) first videotaped helping conferences.

9:15 to 9:35 Conduct 1st STE-RP Supervisory conference *

9:50 to 10:10 Conduct 2nd STE-RP Supervisory conference

10:25 to 10:45 Conduct 3rd STE-RP Supervisory conference

11:00 to 11:20 Conduct 4th STE-RP Supervisory conference

11:35 to 11:55 Conduct 5th STE-RP Supervisory conference

LUNCH

1:00 to 1:20 Conduct 6th STE-RP Supervisory conference

1:35 to 1:55 Conduct 7th STE-RP Supervisory conference

2:10 to 2:30 Conduct 8th STE-RP Supervisory conference

2:45 to 3:05 Conduct 9th STE-RP Supervisory conference

Resource Persons

(RP's will be called to individual conferences by STE's according to schedule)

General Session **

9:00 Filmstrip "chalkboard" viewing and evaluation of previously made videotaped microlessons.

10:30 Film "Bulletin Boards" more evaluation of videotaped micro-lessons

12:00 LUNCH

1:00 Film "Ideas for Overhead projector" more evaluation of videotaped micro-lessons.

3:00 Group divided into two parts. Individual reports on "The module I am now using."

Announcements

** In most recent workshops we have used general sessions to teach interaction analysis to RPs. (For a completely self-contained program that can be used for group or self instruction in interaction analysis. See Bradley & Amidon in the bibliography.)

* (The term "supervisory conference" is used only to distinguish between the RP conducted (helping) and STE conducted (supervisory) conference. Both of these must be HELPING CONFERENCES if this workshop is to succeed)

DAY PROGRAM OUTLINE

4th Day

Senior Teacher Educator

3:20 to 3:40 Conduct 10th MTE-RP Supervisory conference

5th Day

Senior Teacher Educators

11:00 A.M.

Critique videotaped conference that were redone based on your comments. Provide written feedback (only) to each of the ten RP's in group.

(use schedule of 3rd day- 11:00 a.m. to 6:45 p.m.)

Resource Persons

9:00 A.M.

Reteach first (same) lesson recritique in conference

(use same schedule and teams as third day)

Master Teacher Educators will rotate groups

6th Day

Senior Teacher Educators

11:00 A.M.

MTE's will begin viewing videotapes of new lessons to prepare for conferences to be held tomorrow

Schedule 11:00 a.m. to 6:45 p.m.

Resource Persons

9:00 A.M.

Each RP will:
Teach a micro-lesson
Serve as Video Operator
Conduct a conference
Serve as student

4:00 P.M.

(Same schedule as 3rd day)

TEN DAY PROGRAM OUTLINE

7th Day

Senior Teacher Educators

Conduct individual conferences critiquing videotaped conference No. 2 of each of the ten members in group.

(20 minutes allotted for each conference with 15 minutes between conferences)

Schedule 9:15 - 3:40

(Same as 4th day)

Resource Persons

(Resource Persons will be called to individual conferences according to schedule.)

General session

9:00
Use of product type modules:
Bulletin Boards and Exhibits,
Write a Lesson Plan,
Manage equipment and supplies in Vocational Laboratory, Etc.

For another suggestion for this General Session see the General Session on p. 14

4:00 Announcements

Reminder:
Replan 2nd lesson to teach tomorrow

8th Day

Senior Teacher Educators

11:00
Begin critiquing videotaped conference related to lesson No. 2 that were redone based on your comments

*Provide written feedback (only) to individual RP's

Select various videotaped models to present to your group tomorrow

Resource Persons

9:00
Reteach second lesson
recritique in conference
(use same schedule as 3rd day)

4:00
Announcements

*(See Appendix E "Report From the Senior Teacher Educator" as a suggested method of providing written feedback)

TEN DAY PROGRAM OUTLINE

9th Day

Senior Teacher Educators	Resource Persons
Lead small group analysis of selected helping conferences. (Use videotapes developed during this workshop to demonstrate model behavior)	Participate in small group analysis of the helping conference. Develop a list of the essential components of a helping conference.
Use in-basket technique to stimulate resource persons' consideration of foreseeable *"problems that the RP will face."	Respond individually in writing, then in small group session, to "problems that* the RP will face."

10th Day

A general session.

Review components of a helping conference
Helpful hints to Resource Persons

The philosophical base of our CBTE program

Question and answer session

Closing Thoughts

Evaluation of the workshop by participants

(Also, a post test involving participants evaluation of a videotaped lesson and a videotaped helping conference might be useful)

*(You might want to title this "Challenges that the RP will face.")

OBSERVATIONS BASED ON EXPERIENCE

The microsupervision workshop has been used in a variety of different time frames and formats. Whether conducted through ten consecutive days, or as a series of one to several day workshops, or even as a semester long "course," the results of these workshops have always been more than satisfactory to both staff and participants. Regardless of how the time frame, or even the content, has been modified certain phenomena occur so consistently that we now expect them to occur during every microsupervision workshop. Those phenomena that have special impact on the success of a microsupervision workshop are as follows:

1. Master Teacher "Concerns"

Workshop participants are all experienced teachers, usually they have been identified as "master teachers" by a local school administrator before they are invited to a workshop. These master teachers invariably display great anxiety when they first learn that they are to be videotaped during the microteaching sessions. Some of this anxiety may be related to the cosmetic effect. The greatest anxiety, however, appears to be more closely related to reluctance to make a public demonstration of their teaching skills. It is apparently very threatening to have to demonstrate one's teaching before one's peers after having been identified as a <u>master teacher</u>. We attempt to minimize this threat in several ways.

A. An informal atmosphere is created and maintained throughout the workshop. For instance, ice breakers and get-acquainted activities are used often, and everyone operates on a first name basis.

B. It is emphasized that all of us--including the staff--are here to experiment and learn how to function in new roles.

C. Instructions for the microteaching sessions include suggesting that it would be helpful if everyone "purposely does something wrong" to give their RP something to discuss during the conference that follows. This does much to relieve anxiety because now the master teacher can refer to any unsafisfactory aspect of his or her performance with conviction as that which "I purposely did wrong to give you something to discuss."

We deal with specific concerns regarding the concepts of "right" and "wrong" early in the workshop. We want RPs to learn to help teachers determine appropriateness--not right or wrongness--of teaching behavior. Nonetheless, the use of the terms "right" and "wrong" as described here serves an important function in reducing anxiety early in the workshop.

2. The Senior Teacher Educator

The role of the STE is critical in determining the degree of success of the workshop, and experience as a traditional teacher educator is not sufficient preparation for this new role. Pre-workshop preparation of the STE is essential.

A thorough understanding of and consensus among STEs regarding philosophy, purpose and practice of the helping conference is the first

step toward a successful workshop. Reading and discussion of items from the selected bibliography is a good way to begin this phase of the STE's preparation. Instruction and practice to reach agreement in the evaluation of videotaped teaching and helping (supervising) skills utilizing objective criteria is essential. STEs also need to practice, evaluate and receive feedback from others on their own helping skills. Obviously, a pre-workshop "train the trainers" program for the STEs is very much in order.

3. Video

The opportunity to learn to operate and practice with the video system is regarded as a highlight experience by most participants. Video is often seen as a valuable tool for teaching, as well as for self-evaluation, that has theoretically been "available" but actually inaccessible (Locked in closets, only for use by technicians, etc.). Perhaps because of this, there is a tendency to over-use the video camera during the first days of the workshop. It is necessary to re-instruct the participants to find a good location and leave the camera fixed in that position throughout the videotaping sessions.

4. Helping vs. Telling

The ideal helping conference takes the time to help the learner engage in self-evaluation and to explore alternatives. The time constraint involved in conducting ten successive helping conferences during a day is felt by the STE. This time pressure sometimes increases the temptation to do more "telling" than helping. The situation is compounded by many participants who say, "I'm new at this. Just tell me what I

did wrong and I won't do that next time." It is important that the STE take the time to model the desired helping behaviors rather than simply telling the learner what to do. The ability to listen actively and to ask open-ended questions is a prerequisite to success as a senior teacher educator and to a resource person. Time must be taken to use these skills, and to demonstrate their value, throughout the entire workshop. After all, that is what micro-supervision is all about!

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*Microtraining Associates, Box 641, North Amherst, Mass. 01059.

Appendix A

RESOURCE PERSONS' PERSONAL DATA

Name _____

Home Address _____

School Address _____

Home Phone _____ School Phone _____

Your School Position _____ Age _____

Number of Years Teaching _____ Subject _____

Number of Years as Coordinator/Supervisor (Education)

_____

Approximate Number of Academic Credits Earned _____

Have You Completed A Baccalaureate Degree? _____ Year _____

Masters' Degree? _____ Year _____

Highest Vocational Certificate Held? _____

How Many Years Experience in Business or Industry? _____

How Many Years of Those in Business or Industry in Supervision?

_____

Appendix B

SAMPLE TALENT RELEASE FORM*

I hereby give my permission to Temple University, its agents, successors, assignees, clients and purchasers of its products, to use by photography (whether still, motion, or television) and recordings of my voice, and my name in any legitimate manner whatsoever.

Signed _____

Address _____

_____

*(This form is presented as an example only. You are urged to consult with your educational media specialists or legal counsel to determine the precise wording to meet your needs.)

Appendix C Schedule of Microsupervision Activities

GROUP #_____ Ten Resource Persons-in-training Suggested MICRO-LESSON & HELPING CONFERENCE SCHEDULE

	Person "A"	Person "B"	Person "C"	Person "D"	Person "E"	Person "F"	Person "G"	Person "H"	Person "I"	Person "J"
9:30 to 9:50	[illegible]	[illegible]	Student	Student	Student	Student	Video Operator	Student	Student	Student
9:55 to 10:15	View Own Tape	Prepare for Conference	[illegible]	[illegible]	Student	Video Operator	Student	Student	Student	Student
10:20 to 10:40	Participate in Conference	Conduct Conference	View Own Tape	Prepare for Conference	Teach Lesson	Resource Person	Student	Video Operator	Student	Student
10:50 to 11:10	Student	Student	Participate in Conference	Conduct Conference	View Own Tape	Prepare for Conference	Teach Lesson	Resource Person	Student	Video Operator
11:15 to 11:35	Student	Student	Student	Video Operator	Participate in Conference	Conduct Conference	View Own Tape	Prepare for Conference	Teach Lesson	Resource Person
LUNCH										
1:00 to 1:20	Resource Person	Teach Lesson	Video Operator	Student	Student	Student	Participate in Conference	Conduct Conference	View Own Tape	Prepare for Conference
1:25 to 1:45	Prepare for Conference	View Own Tape	Resource Person	Teach Lesson	Video Operator	Student	Student	Student	Participate in Conference	Conduct Conference
1:50 to 2:10	Conduct Conference	Participate in Conference	Prepare for Conference	View Own Tape	Resource Person	Teach Lesson	Student	Student	Video Operator	Student
2:15 to 2:35	Video Operator	Student	Conduct Conference	Participate in Conference	Prepare for Conference	View Own Tape	Resource Person	Teach Lesson	Student	Student
2:40 to 3:00	Student	Video Operator	Student	Student	Conduct Conference	Participate in Conference	Prepare for [illegible]	View Own Tape	Resource Person	Teach Lesson
3:05 to 3:30	Replan Lesson	Replan Lesson	Replan Lesson	Replan Lesson	Replan Lesson	Replan Lesson	[illegible]	Participate in Conference	Prepare & Conduct Conference	[illegible]

* All lessons will be taught in _____

* R.P. conferences conducted by Persons A,D,E,H,I in Room _____

* R.P. conferences conducted by Persons B,C,F,G,J in Room _____

Appendix D-1*

Teacher Educator's Name

Teacher's Name | Conf. No.

Rater (MTE,TE,T) | Tape No.

CRITIQUE FORM
INTRODUCTION OF A CONFERENCE

The introduction phase of a supervisory conference "sets the stage" for teacher involvement in the body of the conference. The introduction should motivate the teacher to accomplish the objectives of the conference.

The following items will be used to evaluate the teacher educator's introduction of the conference. If the teacher educator did not accomplish the item, put an X in the box below DID NOT ACCOMPLISH. If the teacher educator did accomplish the item, put an X in the box which best describes HOW WELL the teacher educator ACCOMPLISHED the item.

	DID NOT ACCOMPLISH	HOW WELL ACCOMPLISHED				
		VERY POOR	POOR	AVERAGE	GOOD	EXCELLENT
Did the teacher educator in the introduction of the conference:						
1. provide an appropriate physical setting? (e.g., quiet, private, comfortable atmosphere)	☐	☐	☐	☐	☐	☐
2. have all the necessary materials ready for use? (e.g., critique forms, aids, tape recordings)	☐	☐	☐	☐	☐	☐
3. exhibit behavior designed to relieve tension in the teacher? (e.g., informal, relaxed, and accepting in manner)	☐	☐	☐	☐	☐	☐
4. communicate to the teacher the purpose of the conference?	☐	☐	☐	☐	☐	☐
5. relate the objectives of the conference to previous conferences or experiences?	☐	☐	☐	☐	☐	☐
6. make a smooth transition into the body of the conference?	☐	☐	☐	☐	☐	☐

This three-part form was developed by Shirley Chase. See Chase, Doty & Cotrell, 1971.

Appendix D-2a

Teacher Educator's Name _____

Teacher's Name _____ Conf. No. _____

Rater (MTE,TE,T) _____ Tape No. _____

CRITIQUE FORM
BODY OF CONFERENCE

Most of the discussion, planning, and evaluation should take place during the body of the supervisory conference. It should be a time of teacher involvement and cooperative endeavor.

The following items will be used to evaluate how the teacher educator conducts the body of the conference. If the teacher educator did not accomplish an item, put an X in the box below DID NOT ACCOMPLISH. If the teacher educator did accomplish the item, put an X in the box which best describes HOW WELL the teacher educator ACCOMPLISHED the item.

	HOW WELL ACCOMPLISHED				
DID NOT ACCOMPLISH	VERY POOR	POOR	AVERAGE	GOOD	EXCELLENT

During the body of the conference did the teacher educator:

1. give the teacher an opportunity to express his ideas about his teaching performance? (e.g., guided the teacher in self-evaluation) ☐ ☐ ☐ ☐ ☐ ☐
2. identify a pattern of teaching behavior, and bring it to the teacher's attention? (e.g., substantiate the teaching behavior with tape recordings, records, aids, etc.) ☐ ☐ ☐ ☐ ☐ ☐
3. offer constructive criticism in an empathetic manner? (e.g., was specific in evaluation of the teacher's strengths and weaknesses) ☐ ☐ ☐ ☐ ☐ ☐
4. originate and suggest new ideas without dominating the teacher's thoughts and actions? ☐ ☐ ☐ ☐ ☐ ☐
5. encourage the teacher to do creative thinking and planning? (e.g., was receptive to teacher's ideas) ☐ ☐ ☐ ☐ ☐ ☐

Appendix D-2b

	DID NOT ACCOMPLISH	HOW WELL ACCOMPLISHED				
		VERY POOR	POOR	AVERAGE	GOOD	EXCELLENT
6. suggest only one or two items on which the teacher should concentrate his efforts for improvement? (e.g., did not confuse the teacher with too many ideas at one time)	☐	☐	☐	☐	☐	☐
7. follow a logical sequence? (e.g., in discussion, review of recordings, etc.)	☐	☐	☐	☐	☐	☐
8. make good use of available time? (e.g., kept on topic, wasted no time on extraneous talk)	☐	☐	☐	☐	☐	☐

Appendix D-3

Teacher Educator's Name

Teacher's Name _____ Conf. No.

Rater (MTE,TE,T) _____ Tape No.

CRITIQUE FORM
CLOSURE OF CONFERENCE

In addition to pulling together the major points of the conference and acting as a link between past and future experiences, the closure should leave the teacher with a feeling of achievement.

The following items will be used to evaluate the teacher educator's closure of the conference. If the teacher educator did not accomplish the item, put an X in the box below DID NOT ACCOMPLISH. If the teacher educator did accomplish the item, put an X in the box which best describes HOW WELL the teacher educator ACCOMPLISHED the item.

	DID NOT ACCOMPLISH	HOW WELL ACCOMPLISHED				
		VERY POOR	POOR	AVERAGE	GOOD	EXCELLENT
During the closure of the conference did the teacher educator:						
1. involve the teacher in reviewing the major points discussed? (e.g., stressed important ideas and clarified any misunderstandings)	☐	☐	☐	☐	☐	☐
2. give the teacher an opportunity to determine and express future objectives? (e.g., reached an agreement on next steps to be taken)	☐	☐	☐	☐	☐	☐
3. keep a record of agreements reached and make sure the teacher had a comparable record?	☐	☐	☐	☐	☐	☐
4. reinforce desirable behavior patterns that had been identified? (e.g., ended the conference on an encouraging note and left the teacher with a feeling of accomplishment)	☐	☐	☐	☐	☐	☐

Appendix E

REPORT FROM THE SENIOR TEACHER EDUCATOR

To Resource Person _____

Conference Date _____

Tape# _____ Micro-Teaching Skill _____

At our first conference we determined that you would practice

_____

_____

_____

_____

_____

After viewing your second videotaped conference _____

_____

_____

_____

_____

_____

(Signed) _____

_____

_____

_____

Appendix F

Modules Used in the Workshop

(This list is a suggestion. Many other modules would be equally appropriate.

Process Type Modules

1. Demonstrate A Manipulative Skill
2. Present Information With The Overhead and Opaque Materials
3. Present Information With The Chalkboard And Flip Chart
4. Introduce A Lesson
5. Present An Illustrated Talk
6. Employ Oral Questioning Techniques
7. Present Information With Films
8. Present Information With Filmstrips And Slides
9. Present Information With Audio Recordings

Product Type Modules

1. Prepare Bulletin Boards And Exhibits
2. Develop a Lesson Plan
3. Manage the Vocational Laboratory

*(These performance-based teacher education modules which were developed by the Center For Vocational and Technical Education, Ohio State University are available from AAVIM, 120 Engineering Center, Athens, Georgia 30602)

Note: Each of these modules contain a Critique or Teacher Performance Assessment Form. If these critique forms are to be used during each microteaching session, you must duplicate the number of forms equal to the size of each group X the number of micro-lessons.

Appendix G

SUGGESTED AUDIO VISUAL-AID EQUIPMENT AND SUPPLIES

NEEDED FOR THE TEN DAY WORKSHOP

Quantity	
3	35mm sound, filmstrip projector
3	*filmstrips and records
3	16mm sound motion picture projector
3	*16mm sound films
3	overhead projectors
3	*sets of overhead transparencies
3	35mm slide projectors
3	*sets of 35mm slides
3	single concept loop projectors
3	*single concept loop films
3	tape recorders
3	blank tapes
3	flip charts
9	felt tip pens (3 colors)
	tablets (1 for each participant)
	pencils (1 for each participant)

*Subject content appropriate for teaching fields is not actually necessary, but adds realism to the microteaching.

Appendix H

REMOVING THE COSMETIC EFFECT

The first few times most people view themselves on video they are completely absorbed by this reproduction of themselves. All of their concentration is upon how they look, how they sound, the gestures that they make and other personal characteristics. This early reaction to oneself on video is called the "cosmetic effect" (Allen and Ryan, 1969). Because of the cosmetic effect it is generally impossible for much learning to take place during any individual's first viewing of him or herself on video. It is essential that the cosmetic effect be considered when workshop plans are being developed.

The simplest method of removing the cosmetic effect is to make it fun. Do not attempt to make the first exposure to video a serious learning experience. We divide participants into small groups. Each small group has its own video system. Each small group then further divides itself into two teams: the "actors" and the "technicians." While the "technicians" assemble the VTR system, the "actors" prepare a light skit (mimicing a real video commercial, or simply trying to sell some useless item to each other). When the system is ready the skit is recorded. It is then replayed for all members of that small group to enjoy. And they do enjoy it. The actors and technicians switch roles, and a new skit is recorded and enjoyed. As many rotations as possible are worked into the afternoon. It is important to point out that the workshop staff does <u>not</u> oversee these video "productions." The staff only joins a group when requested by the group. This activity quickly minimizes the cosmetic effect.

Appendix I

INTRODUCTIONS TO THE VIDEO TECHNICIAN

_____ complete videorecording systems will be used throughout this workshop (Four for each group of ten participants and one backup system). The equipment will be operated by the workshop participants. Your major responsibility will be to keep the equipment in operating condition, and to assist whenever a participant needs additional instruction in the operation of the equipment.

Each VTR must be cleaned at least twice daily, and more frequently if possible. Workshop participants should learn how to clean the recording head. It will be to your advantage to teach each participant how to clean the head carefully. You, then, will be able to help and encourage participants to practice what they have learned.

During the recording sessions you should rotate continuously to the various VTR systems and provide necessary assistance, as well as any suggestions that will enable the participants to become proficient with the VTR. (Keep in mind, however, that we are not attempting to develop these participants into skilled technicians. They should learn to make videotapes that can be seen and heard. Nothing fancy. The camera is to remain fixed so that it picks up the profile of the "teacher" and a few of the "students".)

Appendix J

GENERAL INFORMATION FOR PARTICIPANTS

(The eight points discussed in this section might be provided to each participant in writing during the registration period)

This workshop has been developed to enable you to participate in every possible simulated experience in a field- and competency-based program of vocational teacher education. During the course of this workshop you will:

1. Assume the role of a beginning teacher, and with the aid of a directed self-instructional learning package (module) which has been designed to develop a specific teacher competency. You will plan and teach a micro-lesson. Your micro-lesson will be critiqued by you as well as your peers who will have served as your students during the lesson. Immediately after teaching your micro-lesson, you will view a videotape of your lesson. You will then participate in a helping conference where another prospective resource person will help you determine how to improve that lesson. Based on the information you receive from your resource person and your own self-evaluation of your videotaped micro-lesson, you will replan and reteach that same lesson. You and your resource person will then participate in a helping conference to determine the extent to which the lesson has improved.

2. Serve as the resource person when one of your peers teaches his lesson. After the lesson, you will ask each of the students to complete an evaluation form. You and the "teacher" will then go to another room and view the videotape of his lesson. Based on the peer evaluation

GENERAL INFORMATION (CONT.)

forms and your own evaluation of the videotaped lesson, you will then plan and conduct a ten minute conference designed to help that "teacher" improve his lesson. The "teacher" will reteach his lesson two days later. You will again serve as his resource person and help him determine the extent to which he has improved that lesson.

3. Participate in a helping conference with a Senior Teacher Educator (STE) who will assist you in exploring alternative approaches which might have been used in the helping conference you conducted as a resource person. The purpose of this meeting is to assist you in strengthening your conference skills.

4. After instruction and practice, serve as the video operator during a micro-lesson. You will set up the videorecorder with a blank tape and serve as cameraman during that lesson. At the end of the lesson you will rewind the tape, take it off the recorder and give it to the resource person for that lesson.

5. Serve as "student" for a number of micro-lessons. At the conclusion of each lesson, you will complete an evaluation form for the teacher of that lesson.

6. Work with several product type modules (write a lesson plan, bulletin boards and exhibits, etc.).

7. View some of the visual aids that accompany selected modules.

GENERAL INFORMATION (CONT.)

8. Participate in small group sessions with a STE. During these sessions, additional attention will be given to "helping conference techniques."

Each of the above experiences will occur more than once during the workshop. The schedule for each workshop participant will differ. It is important, therefore, that you have your personalized schedule (Appendix K) with you at all times during the workshop.

*Appendix K

THE PERSONAL SCHEDULE OF _____

You will be identified on the master schedule of micro-supervision activities as Resource Person _____. This number will be used only in cases of scheduling problems, but you should keep this number with you throughout this workshop.

FIRST DAY

A general session. All participants go to room _____ for registration, orientation, instruction and practice in the use of the videotape recorder.

SECOND DAY

A general session. Report to room _____.

THIRD DAY

Be in room _____ at 9:00 a.m. There will be eleven (11) different twenty minute activities. (If there is any confusion see the Workshop Director immediately. You will teach a micro-lesson at _____ in room _____. At _____ you and your resource person will stay in room _____ where he will conduct (and videotape) a helping conference to aid you in replanning that lesson. You will serve as the video operator at _____ in room _____. You will be responsible for obtaining a blank videotape, from project directors, placing it on the VTR, and then serving as the cameraman during the lesson.

*(A PERSONALIZED SCHEDULE SHOULD BE PROVIDED TO EACH PARTICIPANT)

PERSONALIZED SCHEDULE (CONT.)

Before the lesson begins, you should discuss the lesson with the teacher to learn any special requirements that he may have for your work as camera operator. It is also your responsibility to turn off the camera at the end of five minutes, whether the lesson has been completed or not. At the conclusion of the lesson, rewind the tape, remove from the VTR and give it to the resource person for that lesson. You will serve as a "student" three times in room _____ at _____ and _____. You will serve as a resource person in room _____ at _____. Then as RP, it will be your responsibility to obtain the proper evaluation forms from the project directors and give each of the peer "students" an evaluation form before the lesson begins. You will serve as timekeeper during the lesson. At the end of four (4) minutes give a warning signal to the teacher. The lesson must end at five minutes. At the conclusion of the lesson, collect a completed evaluation form from each student and the videotape from the video operator. Write, in pencil, the name of the teacher, the lesson subject and module title on the videotape. At _____ go to room _____ and review the videotape lesson. The teacher will be viewing the taped lesson with you, but do not discuss it at this point. Based on the student evaluation forms and your observation of the videotaped lesson, develop your plans for a helping conference to aid the teacher improve his lesson.

At _____ stay in room _____. Run teacher tape fast forward to the point where the lesson ends—conduct and videotape a ten minute helping conference. Rewind tape, remove from VTR and place it in room _____. By the end of the day, you should replan the lesson which you taught during the day. Be prepared to reteach it on _____. (5th day)

PERSONALIZED SCHEDULE (CONT.)

FOURTH DAY

A general session for all participants. Be in room _____ at 9:00 a.m. Theme for the day will be the use of visual aids and equipment; you will also view videotapes of interns performing various teaching skills. At _____ go to room _____ where you will participate in a helping conference by a STE.

During this day, you will be asked to give a brief (5 minute) description of the module you have been using. What are the learning experiences, self-tests, related literature, etc.

FIFTH DAY

You will reteach and critique your micro-lesson today. You will once again serve as resource person, video operator and student. Follow the same schedule and directions as third day. STE will give you written feedback related to your taped conference. Today you will be assigned a new module.

SIXTH DAY

You will teach a five minute micro-lesson based on your new module. You will also serve as a resource person, video operator, and student. Follow the same time schedule and directions as for THIRD DAY. By the end of the day, you should replan the lesson which you taught today. You will reteach it on the eighth day.

PERSONALIZED SCHEDULE (CONT.)

SEVENTH DAY

A general session for all participants. Be in room _____ at _____. Theme for the day will be product type modules: Write a Lesson Plan, Bulletin Boards and Exhibits, etc.

At _____ go to room _____ where you will participate in a helping conference conducted by a STE. Following the conference, return to the general session.

EIGHTH DAY

You will reteach and critique your second micro-lesson today. You will also serve as a resource person, video operator, and student.

Follow the same time schedule and directions as for the third day.

NINTH DAY

Be in room _____ at 9:00 a.m. Theme of the day will be analysis of selected helping conferences. This will be a small group session conducted by a STE.

TENTH DAY

A general session for all participants. Be in the _____ at 9:00 a.m. Theme of the day will be a summary of the workshop: review of the components of a successful helping conference, a question and answer session, and an evaluation of the workshop by you.

The closing will be an explanation of how all of the concepts developed throughout this workshop form the basis of our CBTE program.

Appendix L

SPECIAL SCHEDULE FOR SENIOR TEACHER EDUCATORS

(PRIOR TO THE WORKSHOP YOU MUST PREPARE THE PRESENTATION ON "THE HELPING CONFERENCE--PURPOSE, ESSENTIAL ELEMENTS, & HINTS ON CONDUCTING." THIS WILL BE GIVEN ON THE SECOND DAY)

FIRST DAY

STE's should be available for introduction to participants, but will spend balance of day to:

A. Review critique forms to be used
B. Review operation of VTR
C. View model tapes, select some for presentation
D. Develop rater agreement on pre- and post-test models
E. Review overall workshop schedule
F. Review presentation and program outline for "Introduction to the Helping Conference" (afternoon of June 19th)

SECOND DAY

A. STE's will complete above
B. Consultant STE will conduct afternoon session: Presentation - "The Helping Conference" which will include:
   1. The parts and purposes of a helping conference
   2. The Conference Evaluation Form
   3. View videotaped model conference
   4. Group discussion and evaluation of model
   5. Selected Teaching Evaluation Forms
   6. View and evaluate selected model micro-lessons

THIRD DAY

STE's now follow regular workshop program outline

Appendix M

CRITIQUE FORM*
DEMONSTRATING A MANIPULATIVE SKILL

In helping the student learn an occupation, the teacher will be presenting new manipulative skills through a method of teaching known as the demonstration. If the teacher has given a good demonstration and the students have been good observers and listeners, the students should be ready to attempt to perform the manipulative skill safely and step-by-step.

The following items will be used to evaluate the teacher's demonstration. If the teacher did not accomplish the item, put an X in the box below DID NOT ACCOMPLISH. If the teacher did accomplish the item, put an X in the box which best describes HOW WELL the teacher ACCOMPLISHED the item.

Did the teacher in the demonstration:	Did Not Accomplish 0	HOW WELL ACCOMPLISHED				
		Very Poor 1	Poor 2	Average 3	Good 4	Excellent 5
1. Have all equipment, tools and materials ready for use?	☐	☐	☐	☐	☐	☐
2. Talk to the students and not to the tools or materials?	☐	☐	☐	☐	☐	☐
3. Present each step of the procedure, task, skill or operation in a logical sequence?	☐	☐	☐	☐	☐	☐
4. Briefly state what step was to be performed, how and why it was performed, and then perform it?	☐	☐	☐	☐	☐	☐
5. Position himself and the students so that each step was easily observed.	☐	☐	☐	☐	☐	☐
6. Present only one method of doing the operation or task while stressing the key points so the task could be completed safely and efficiently.	☐	☐	☐	☐	☐	☐
7. Perform the manipulative skill with ease?	☐	☐	☐	☐	☐	☐

Level of Performance: Acceptable performance will be at least an "average" rating for each item. If the teacher received a "very poor" or "poor" on any item, he must continue to work on that item until he has reached the average or better level. (Note: The resource person may change the acceptable level of performance.)

Assessment of Micro-Teaching and Video Recording in Vocational and Technical Education, The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio.

Project 44 - 10/69

* This is a sample of a module critique form used in an early microsupervision workshop (Bradley, 1973). For more recent versions see Appendix F of this paper.